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SOCIAL AND HUMAN RIGHTS QUESTIONS: HUMAN RIGHTS

Suriname: draft resolution

Human Rights Education

The Economic and Social Council,

Taking into account resolution 1993/56 of the Commission on Human Rights regarding the importance of human rights education as a priority in education policies,[1]

Convinced that human rights education and information is in the best interests of particularly vulnerable segments of society, such as children, youth, women, older persons, indigenous people, minorities, the rural and urban poor, migrant workers, refugees, persons with HIV/AIDs and disabled persons,

[1] See *Official Records of the Economic and Social Council, 1993, Supplement No. 3* (E/1993/23), chap. II, sect. A.

GE.01-63659 (E)

Recognizing the importance of the mid-term global evaluation of the United Nations Decade for Human Rights Education undertaken by the Office of the United Nations High Commissioner for Human Rights as contained in the report of the High Commissioner,[2]

Taking into account the recommendations of the mid-term global evaluation of the United Nations Decade for Human Rights Education (1995-2004),

1. *Calls upon* all Governments to reaffirm their commitments and obligations to develop national strategies for human rights education that are comprehensive, participatory and effective, which can be embodied in a national plan of action for human rights education as part of the national development plan;

2. *Invites* the United Nations intergovernmental organizations, the United Nations Educational, Scientific and Cultural Organization and other relevant intergovernmental organizations to adopt a system-wide approach to the United Nations Decade for Human Rights Education;

3. *Also invites* regional human rights organizations, agencies and networks (of women, the media, trade unions, enterpreneurs, religious denominations etc.) to develop human rights education programmes and human rights training programmes and strategies for wider distribution of material on human rights education in all possible languages;

4. *Requests* non-governmental organizations to develop and implement strategies to encourage and assist Governments in fulfilling their obligation to integrate human rights education into all levels of education for children, youth and adults, and to help monitor these strategies.

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[2] See A/55/360.